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ABSTRACT

This study of Maine schools inquires into efforts that have been made to internationalize the curriculum. Specifically, the researchers were interested in how curricular goals and organization contribute to an understanding of global society. The efforts to internationalize the curriculum upon which the researchers focused included the organizational factors: (1) time allotment; (2) teacher involvement; (3) relationship to other subjects or disciplines; and (4) scope of focus on other countries/themes. Five widely accepted goals of global education also guided the research: (1) to learn about the culture and customs of other countries; (2) to address global problems; (3) to compare the similarities and differences the world's peoples share; (4) to analyze international organizations and national, state, and city governments; and (5) to focus on the interrelatedness of human beings. The frequency and range of foreign languages included in the curriculum are described including a comparison of intent--exploration versus proficiency. A Survey was conducted of all Maine schools, both public and private. A 22-item list of references is included. (DB)

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Maine's Approach to Global Education

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A paper presented at the annual meeting of

the New England Educational Research Organization

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Maine's Approach to Global Education

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The Berlin Wall is down! The Japanese buy Radio City Music Hall! Chinese students use FAX to tell the world they want freedom! Western Europe proposes economic marriage! Eastern Europe quietly revolts and gains democracy! Lithuania wants independence! From a global perspective these are exciting time, for these news items are only illustrative of a wide array of events and issues that link us with our world. Today's educators realize that when this international perspective is a part of the curriculum, there is immediate relevancy for learning. Equally important is the recognition of global education in preparing students for the new century. Ernest Boyer (1990) described this process as educating our students to live with civility in a dangerous world. The challenge is to determine "how, with what degree of quality, and how rapidly will American education become more globalized" (Anderson, 1983, p.161).

Currently the definition of global education and the curricular responses from the education community have been diverse. Initial efforts were directed at multi-cultural education (Cole, 1984) which promotes basic understanding of foreign culture and expanding foreign language offering. New programs have greatly expanded program goals. Boston (1989) describes a California program which was designed to increase knowledge of international issues. Kniep (1985) promotes the study of interdependent relationships. Becker (1982) and Evans (1987) move even further in attempts to prepare students to function in a global community.

In February of 1989, the Department of Educational and Cultural Services of the State of Maine asked a task force of educators to draft a document to bring to the attention of all state educators the knowledge, skills, and attitudes that Maine

students will need in the 21st Century. Each of the four primary categories of communication, reasoning and problem solving, the human record, and personal and global stewardship can be linked to the ideals of global education. In total, at least 25 of the competency statements are directly related to global education. In addition, global themes can be linked tangentially to other outcomes.

This study of Maine schools is an initial attempt to inquire into the ways in which efforts have been made to internationalize the curriculum. Specifically, how do curricula goals and organization contribute to an understanding of the international society? Efforts to internationalize the curriculum were described by the following organizational factors: 1) time allotment; 2) teacher involvement; 3) relation to other subjects or disciplines; and 4) scope of focus on other countries/themes. Additional descriptors were also generated. The specification of goals focused on five widely accepted goals of global education: 1) to learn about the culture and customs of other countries; 2) to address global problems; 3) to compare the similarities and differences the world's people share; 4) to analyze international organizations and national, state, and city governments; and 5) to focus on the interrelatedness of human beings. The frequency and range of foreign languages included in the curriculum are described including a comparison of intent -- exploration versus proficiency. A series of interviews elicited a more complete description of selected programs concerning both organizational factors and goal clarification.

Development Procedure

The design for a study of Maine's approach to global education was seen in three phases: first, a survey of all schools, followed by an interview of positive respondents, and leading to specific site visits. The first survey was expected to be an open-ended questionnaire sent to all state principals eliciting a short description of activities that promote global education or efforts to internationalize the curriculum. As the survey was under development, it became obvious that there was a lack of unilateral agreement on the meaning of and discrimination between the terms that are often used in this area such as multi-cultural education, international

studies, global education, global perspective, and internationalizing the curriculum.

Researchers (Duggan and Thorpe, 1986) had also described problems with a survey of elementary principals in which they indicated an interest in global education but no action because they did not know what it was and were overwhelmed by the variety of programs that address similar curricula goals. It is apparent that educators' perceptions of global education is important because these conceptions determine the field's purpose and content. In addition, advice from experts in the area of survey research recommended the use of a forced answer survey in order to get a higher return, necessary in order to get a broad picture of this curriculum initiative, rather than finding just a few unique programs.

The survey was constructed to gather information in four areas of curriculum concern: level of implementation, organizational features, specification of goals, and foreign language instruction. Question 1 asked if the school was introducing a global perspective to the curriculum with the forced answers of yes, no, or planning. Rather than assuming that no return indicated a lack of international or global efforts, we wanted all schools to return the survey regardless of their answers. It was expected that those principals responding "no" to question #1 would mail in the survey without completing any other question, but several did respond to the goals and to the foreign language curricula. Those in the planning phase will make a good target for future study and possible support. Question 2 asked for a check off of descriptors related to organization: 1) time allotment; 2) teacher involvement; 3) relation to other subjects/disciplines; and 4) scope of focus on other countries/themes. The respondents were asked to identify all descriptors that were appropriate; therefore, they could check more than one descriptor in each category of organization feature. Additional descriptors could be generated by the individual respondent. Question 3 asked the respondent to assess their emphasis on each of five goals of global education derived from the literature on a Likert scale of one to five whose value indicated little attention to a great deal of attention. Question 4 asked for all foreign languages included in the curriculum and asked for a description of the purpose of language study as either exploration or

proficiency.

It was decided to send the survey to all Maine schools, both public and state-approved private schools. The principal of each school would be the primary respondent. The survey was brought to a small group of principals who were students in a graduate course in curriculum development to solicit feedback in the preparation of the survey and the procedures used to get the highest response. A cover letter was prepared for the survey. Next, the survey was field tested in a doctoral seminar at the University of Southern Maine in which seven out of 12 students were principals or assistant principals while others held a variety of different administrative positions. In the field test, the respondents were asked to read the cover letter and complete the survey. The administration of the survey was timed at six minutes. Afterwards, feedback and recommendations were requested concerning the cover letter and the survey itself. Modifications were made based on recommendations.

The survey was mailed to each principal by name, to be returned in eleven days but did not include a return mail envelope. The names were provided by the state department of education. One limitation in accuracy may have occurred because some principals are responsible for more than one school. Based on the number of schools quoted by the state department, it is estimated that to be a 26% return for elementary schools, a 34% return for middle schools, and a 41% return for high schools. Several surveys were returned but were unusable for a variety of reasons: one responded for the entire school district rather than by school, one reported for a K - 12 school, two reported that they did not understand the question and could not be reached by phone. Several were also returned after the data had been analyzed.

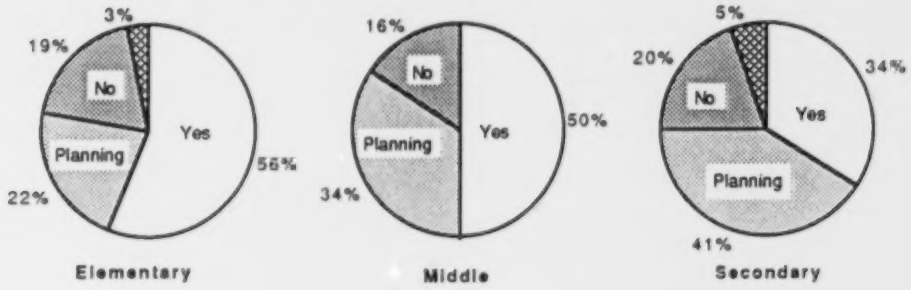
Findings and Interpretations

Schools were categorized as elementary for combinations of grade levels K - 8 inclusive, but excluding those that were designated as middle schools as combinations of grade levels 5 - 8. Schools were designated as high schools for combinations of grade levels 7 - 12, excluding designated middle schools. Figure 1

shows the level of implementation (no, planning, yes) for elementary, middle and high schools. Approximately one-half of the principals of elementary and middle schools and one-third of the principals of high schools responded that they were introducing a global perspective, but when checked against the total number of schools in the state, these numbers indicate that approximately 14% of elementary schools and high schools and 17% of middle schools are actually implementing a global perspective. It is apparent that in Maine global education has not reached a place of prominence in the curriculum.

These results are comparable to a similar national study in 1983 when Herman found that only 20% of elementary teachers indicated that global education was important for students in grades 1 - 6. In the same year, Tucker found that 90% of teachers of grades 7 - 12 believe it to be important but only 42% felt qualified to teach from the global perspective. In a similar study by Morehouse (1983) only 2% of elementary principals felt they were doing a good job with global education. It continues to be the exception rather than the rule to find programs that include global and international content within the nation's schools (O'Neil, 1989). The Social Science Education consortium survey of states indicates that only 23 states required courses in world or global education at the secondary level and ten of those initiated the change within the last 4 -5 years.

Figure 1: Percentage of Schools Implementing a Global Perspective



One-third of those surveyed requested a copy of the results. We hope that by calling attention to what is already going on in the field and to building contacts between and among those who have interest in global education, these individuals and groups can build bridges between the ideas and theories of the field and the needs of teachers and administrators.

Curriculum Organization

The first set of curriculum descriptors focused on the **time allotment** within the school calendar for each grade level category. (The frequency count and percentage of those responding for all categories are shown in Table 1.) At all grade levels, global education is most often implemented as one or more discrete

Table 1. Curriculum Features by Grade Level

	Elementary	Middle	Secondary
Once a Year Event	15/12%	0/0%	5/9%
Units	23/18%	5/16%	13/23%
Semester	1/1%	0/0%	4/7%
Year Long	26/20%	11/34%	20/36%
Individual Efforts	21/16%	8/25%	18/32%
Team Efforts	20/16%	7/22%	12/21%
Total Faculty	23/18%	2/6%	3/5%
One Discipline	9/7%	5/16%	14/25%
Two or more Disciplines	16/13%	4/13%	17/30%
Thematic	31/24%	7/22%	5/9%
1 Country/Theme	11/9%	2/6%	1/2%
Broad Array	35/27%	15/47%	32/57%
Ethnic Community in District	6/5%	0/0%	7/5%

units or as a year-long integrated approach. At the elementary level, a once a year special event is also used quite often. Nationally, there seems to be some disagreement among many educators as to whether global education should be infused or added as a separate course, although the most common approach appears to be infusion. Smith of the American Forum supports the infusion approach, saying that there is no course that does not have a global dimension. In A Place Called School, Goodlad (1983) asserts that states should assist districts in encouraging teachers to orient current courses to reflect a global perspective. Jan Tucker of Florida International University believes both infusion and extra courses are appropriate. "It's important to have a particular place in the curriculum where you can say: 'here's somewhere we're studying global education.'" However, infusion "can be much more effective because so many more people are involved," he adds. "I don't think it's an exclusive choice." In our student we found that, in Maine, multiple approaches are not often used within an individual school.

Students will not gain a global perspective in one year or in one course. "Comprehending global realities and understanding one's relationship to the world will come about through the study of literature, history, science, music, the arts, and the social studies (Kniep, 1985, p.18). It appears that the infusion approach may be particularly appropriate in the elementary grades where it is relatively easy to extend subjects to include a global dimension. "In secondary schools, on the other hand, if subjects such as science and literature are going to receive a global perspective, it may be necessary to create new courses -- not in global education but in science and literature" (Kniep, 1985, p.18).

The second organizational feature was related to **teacher involvement** which we characterized as either individual efforts, team effort or total faculty involvement. For elementary schools, each of these approaches was checked by an almost equal number of school. Yet for middle and high schools, total faculty inclusion is rarely seen. Since middle schools often use a team approach to curriculum planning and to organization, it was expected that we would see a larger percentage of schools using this format. Considering the social culture of the high

school, it is not surprising to see that fully one-third of the schools initiate a global perspective through individual efforts.

These results point to the need for both preservice and inservice training for teachers to assist teachers in gaining a global perspective. This finding is supported in much of the literature. When a global awareness survey was administered to over 3,000 undergraduate students in 1982 (Torney-Purta), education majors performed considerably lower at both target levels of freshmen and seniors. More specifically, the students were unable to see the U.S. in the context of other nations and the global view. They showed a tendency to focus on the U.S. situation and to magnify the problems and the positive achievements of this country when compared with others. This survey found several predictors of improved global awareness, including the study of a foreign language and foreign travel. Unfortunately, many teacher education majors in the past have not been required to take a foreign language.

The third organizational feature under study was the **relation of a global perspective to the disciplines**. As expected, a higher percentage of elementary schools use an interdisciplinary or transdisciplinary approach. Unfortunately, one-fourth of the elementary principals did not use any of the descriptors in this category. Those who limit global education to one discipline indicated social studies as that discipline. One-half of the middle schools which are currently implementing a global perspective use a thematic approach as might be expected in the current middle school philosophy. High schools report a trend limiting global education to one discipline or a combination of two or more disciplines as would be expected.

At all levels, those schools which teach global education within one discipline do so within social studies. Duggan and Thorpe (1986) find that this connection only with social studies is a significant obstacle to global education. When combining disciplines, elementary principals report combinations of: science, social studies, and reading; social studies and language arts; music and language. Middle schools also combine social studies with either language arts, particularly

writing, and with foreign languages. More interdisciplinary efforts occur at the high school level with more variety. At this level science becomes integrated and more schools are able to utilize their foreign language departments. Many curriculum specialists (Cole, 1984; Evans, 1987) recognize that global education and multicultural education lend themselves to an interdisciplinary approach to learning.

The fourth organizational feature focused on the **cultural content basis** : one country or theme, a broad array, or the ethnic needs of the community. Very few respondents at any level used the ethnic make-up of the community to structure the curriculum content. In Maine, there is very little ethnic diversity which in other states and particular school districts has focused the need for multicultural studies (ASCD conference presentation, 1990). Most schools at all levels include a broad array of countries and themes in their curriculum.

Principals were also given the opportunity to give their own descriptors. Some used this opportunity to say once again that they were in a planning phase. Some attached a more complete description (the survey should have recommended that approach). Until the definition of global education becomes better clarified, "almost anything may qualify " (Becker, 1983, p.233). As a previous report noted, "schools draw up global studies centers for intellectual structure and ideas, but there is also much creativity at the local level" (Hanvey and Kinghorn,1981). It appears important nationally and locally to recognize and disseminate more widely the locally produced programs and materials. Descriptors given were as follows:

Elementary Level (K - 8)

1. An environmental theme that extends world-wide.
2. K - 5 ESL students share their backgrounds (two schools)
   interest center uses the theme "Explore Our World".
3. A week-long celebration of learning centering on the ethnic community of the town.
4. An International Awareness Day held each year.
5. Global studies unit studied for the last two weeks in January; each class

chooses a different country.

6. French language taught as part of global studies rather than as a language proficiency course.

7. Current events.

8. Commercial materials: "Living in a Healthy World", "Sea Links".

9. An intensive study of Christmas customs in other lands, using art, music, dance, foods, etc. (two schools)

10. Guest speakers.

Middle School Level:

1. Seventh grade world geography.

2. Fifth grade curriculum includes units on Canada, Latin American, Asia, Europe.

3. Two-year long integrated approach to world cultures; supplementary materials are infused into the curriculum based on diagnosed reading and study skills.

High School Level:

1. Humanities course focuses on eastern cultures one year, western cultures the next year; senior seminar; Tasty-Artistic and Melodic Approach to Literature (TAM).

2. All students are required to take one year courses in Eastern Asian studies and Western studies; foreign language courses stress culture.

3. All students are required to take geography.

4. Actively involved in hosting international students.

5. Use of volunteer speakers.

6. Integrating geography into all social studies courses.

7. Interdisciplinary approach to literature and social studies.

8. The Global Village.

9. Several global education curses offered each year.

10. Ancient and modern world history courses; geography course; current events.

11. World affairs course includes current events, geography, economics, and world history.

12. World geography and culture course; foreign exchange students; weekly assemblies; foreign language trips; global theme for interdisciplinary week (K-12 school).

Curriculum Goals

Consideration of goals advocated for global studies provides one useful insight into what educators take to be the most important and worthwhile components of their program (Becker, 1983). As early as 1982, Hanvey provided a comprehensive array of curriculum goals to include: 1) perspective consciousness; 2) "state of the planet" consciousness; 3) cross-cultural awareness; 4) knowledge of global dynamics; and 5) awareness of choices. In 1983 Becker expressed concern over the lack of agreement on goals acknowledging that "much of the confusion about goals results from the great variation in style, content, and level of generality" (p. 229). By 1985, Kniep reported a solidifying of goals in the following areas: the development of global interdependence; cultural diversity; oneness of the human species; individual participation in global society; diverse perspective and values; and understanding of current world conditions.

However, there has been little effort to assess the impact of stated goals of global education on the curriculum as actually taught. This survey attempts to assess the principal's perspective on five goals that are common to most global studies programs. These will be used later during on-site visits in dialogue with teachers implementing a global perspective in their classrooms. For this study, the following goals were used to assess the global education at elementary, middle, and high school levels:

1. To learn about the culture and customs of other countries;
2. To address global problems such as world hunger or the greenhouse effect;
3. To compare the similarities/differences the world's peoples share;
4. To analyze international organizations and national governments as well as

city and

state governmental units;

5. To focus on the interrelatedness of human beings.

Analysis of variance was applied to the cell means to determine differences for elementary, middle, and high schools in their emphasis on each of the goals. There was a significant difference ($F = 7.46$; $df = 2$; $p < .001$) in the attention given to the analysis of international organizations, national governments, and state and local governmental agencies. As might be expected, this appears to be a priority only at the high school level and even at that level the mean was the lowest for all goals. The impact of this lack of attention seems to exemplify similar results found in a global awareness survey of college students who tended to attribute more power to the American government than to international organizations.

The strongest focus at all three levels appeared to be on learning the culture and customs of a country, followed by a comparison of similarities and differences. Although the analysis of means did not show a difference between levels as to their emphasis on a comparison of similarities and differences, the median score shows that middle and high school place a stronger emphasis on this goal. Additional review of the literature on global education after the development of the survey indicates that this is an area that needs further study by researchers and clarification among practitioners. Becker (1979) warns us to "avoid the ethnocentrism common in sharp divisions drawn between the study of 'us' and 'them' . . . [and to] teach the interrelatedness of human beings rather than simply identify uniqueness or differences" (p. 42). Although not statistically different, the high schools did report more emphasis on the goal of interrelatedness of human beings.

Evans (1987) reports on a series of studies which supports this assertion. Lambert and Klineberg (1967) reported a cognitive shift in children 10 years or young who were receptive to learning about other people, while, at age 14, these same children were less receptive. In studying students' perceptions of differences between their own countries and others', younger children noted superficial differences; however, by age 14 "their distinctions were based on personalities or

political or religious behaviors that often had negative connotations" (In Evans, 1987, p. 548). A later study by Mitsakos (1974) supported these findings. Using an experimental design to evaluate a primary social studies project with a strong global education and cross-cultural component, the researcher found that students "noted significantly more similarities between themselves and people from other countries. According to Kagan and Madsen (1971), children develop an awareness of the concept of interdependence between the ages of 5 and 10 and their understanding of this concept is related to the classroom environment. Jongewaard (1981) found that the use of cooperative groups in the classroom was effective in helping sixth grade students to understand and practice the concept of interdependence.

Foreign Language in the Curriculum

Respondents to the survey were asked to indicate all the foreign languages that are included in the schools's curriculum. In addition, they were asked to describe the goal of foreign language of either exploratory or proficiency.

At the elementary level, French is the language most often offered in the curriculum (24 schools) whereas, Spanish, Japanese and German are offered almost equally by a small number of schools (4), and Chinese offered by one school. Several schools offer more than one language. At this level, exploration rather than proficiency is the dominant goal of foreign language study. Four schools report an emphasis on proficiency, schools which include middle grades in there organizational configuration.

At the middle schools level, French is again the the preferred language (11 schools), but Spanish now is a close second (8 schools). This is the first level for the study of Latin (4 schools). At this level there are also other language programs offered in three schools. Several schools offer more than one language. Once again, exploration is more important than proficiency at this level.

At the high school level, French (45 schools) once again out distances Spanish (29 schools). At this level, Latin (in 27 schools) is offered equally to Spanish. German is reported by only 11 high schools; Russian is offered by 4 schools. One

school district offers Chinese, but no schools report the study of Japanese or Greek. One school reports that several of their students attend after-school language study in Russian and Chinese in another district. In the upcoming year several schools will be adding language study including one school adding Italian. Two schools teach American Sign Language as part of their language study. Almost 60% of the reporting schools stress proficiency in their foreign language programs.

It is most interesting to compare these results from the state of Maine with schools nationally. Myriam Met (1989) recently analyzed foreign language study in the U. S. in an attempt to answer the question, "Which Foreign languages should students learn?" She reports that "86 percent of all secondary schools offer Spanish compared with fewer than 2 percent offer Mandarin, Russian, or Japanese. And even though school may offer a variety of languages, student enrollment continues to favor the traditional languages. Of all students enrolled in foreign language courses in secondary schools (the most recent year for which national statistics are available), 58 percent were studying Spanish, 28 percent French, 8 percent German, and .2 percent Russian" (p.55).

Met illuminates four purposes and their implications for the study of foreign languages in an attempt to answer the question above:

1. To communicate in the marketplace choose the languages that are most commonly spoken by the world's population (Mandarin, Spanish, Russian) or the language of our economic partners (Japanese, German, Spanish, or Chinese).

2. To assure our national political interests, we might add the need for language expertise in Arabic and Farsi to the current diplomatic languages of international organizations such as the U. N.

3. To live in a multiethnic/multilingual society, Spanish becomes even more important; but other smaller ethnic communities and association are strong in certain regions [for example, Maine's French Canadian population and proximity to French-speaking Quebec province].

4. For Intellectual and personal benefits, almost any language is the right choice. The study of Latin and other modern derivatives enhances students' understanding of grammar and expands their vocabulary knowledge of many English words. More importantly, it appears that "as students learn new ways to process information through abstract symbols, their cognitive functioning and awareness of language as a system for representing meaning increase" (p.57).

Taking two years of a language as a college entrance requirement, as was the case 25 years ago, certainly falls short of the economic, political, social, and intellectual benefits derived from advanced study where proficiency is the goal. Therefore, curriculum articulation between elementary, middle, and high school programs should provide for a logical transition at each level and into college.

A Closer Look at Three Schools

The process of telephone interviews has begun in order to see the real beauty of global education programs. The three examples were selected as representatives of several of the curricular features that were analyzed in the state-wide survey. This phase of the study will continue to build vignettes of curriculum programs from around the state. They will be further grouped and analyzed according to these curriculum categories and with regards to their explicit and implicit goals and the impact that they have on the types of curricular programs that are generated. The literature that has been reviewed in the process of this study and the results of the survey will be used to generate specific questions related to global education.

Pownal Elementary School, K-8. This elementary school chooses an environmental theme each year. That theme is used as the focus for the year's events throughout the grades. The international aspect is derived automatically from the theme. For example, this year's theme is rain forests. By studying specific rain forests and the effects of rain forest depletion on the world, many diverse cultures are singled out for more in depth work by the students. The school is working under the idea that they will "Think globally but act locally". What this means to the students is that in addition to raising money to buy rain forests in Costa Rica, they have also become involved in local politics and took part in the

local candidates night by raising environmental issues. Next year's theme continues in the environmental vein with "oceans".

Kennebunk Middle School, 5-8. Kennebunk Middle School organizes its efforts in international studies around a world cultures theme. Each month simulated travel brings the students to a new country. This year's activities included a visit to the school by 13 South American diplomats and their interpreters; a slide and pen pal exchange with their sister school in Kyoto, Japan; a Japanese intern in the school for the year; an international hall of flags, one from each country they have studied; and the culminating activity--World Cultures Day. World Cultures Day is on a Saturday so that the entire community can take part and share in the learning that has taken place throughout the year.

Lake Region High School, 9 - 12. Lake Region High's initial approach to internationalizing the curriculum was a one semester English elective on Russian Literature. This teacher then galvanized the entire educational community in planning a once-a-year special event called International Focus: Soviet Union. For weeks prior to the event, many teachers found ways to integrate ideas related to the Soviet Union into their curriculum. Others became more directly involved in preparing for the upcoming event. This symposium spanned four days and included 100 presenters from around the U.S. and the USSR. The school schedule was totally revamped on Friday to include 30 workshops with such offerings as: Russian Foods & Holidays, Sports in the USSR, Introduction to the Russian Language, Fashion in the USSR, Human Rights in the USSR, Rich History in Russian Literature, etc., which were open to the public as well as to students. The community was also involved in nightly events which included: The Surry Opera Company. The Portland Ballet and the Portland String Quartet as well as a Russian dinner. Lake Region High became a sister school with School #25 in Siberia. Students and faculty began an intensive study of the Russian language through the adult education program in preparation for a visit to the Soviet Union and a return visit from their students. Another group also participated in a national program called "Close-up Europe" which included a three-week tour and study of European

countries in the summer.

Further Study

The third phase of this study is to inquire more deeply into the curriculum stories of three or four schools involved in global education. The scope of these case studies will be increased primarily in the area of the curriculum development process. The components will be:

1. Planning: Strategies and Time Frame
2. Program and Activities
3. Community Involvement
4. Personnel: Roles, Responsibilities, and Growth
5. Funding
6. Evaluation: Success and Problems
7. Expectations for the Future

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